South Montgomery School Corporation

Walnut Elementary School

School Improvement Plan

2020-2021

Principal: Eric W. Brewer

Superintendent: Dr. Shawn Greiner

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Walnut Elementary Mission Statement

Walnut Elementary provides a challenging, dynamic learning experience which empowers students with knowledge, skills and attitudes to be successful, responsible and productive members of society.

Walnut Elementary Vision Statement

Walnut Elementary Students are engaged, challenged and prepared for success.

Walnut Elementary Core Values

We believe in providing a safe learning environment. It is important to make informed decisions.
We believe in staff and students to celebrate continuous improvement with a strong commitment to excellence. It is important to encourage and model strong community partnerships

School and Community Profile

Walnut Elementary School is one of three elementary schools in the South Montgomery Community School Corporation. We are a rural school housing students from the nearby communities of New Ross, Mace, Linnsburg and the easternmost edge of Crawfordsville. The school is located just south of State Road 136 between New Ross and Mace. We presently have an enrollment of approximately 179 students in grades pre-kindergarten through fifth. We are hosting the Little Mountie Preschool for the school district with preschoolers enrolled beginning at age three. The Little Mountie Preschool is a Paths to Quality Level 3 preschool. Our staff consists of one teacher at each grade level kindergarten through fifth grade. We also employ one part time Title I teacher, a part-time speech pathologist, one special education teacher, a principal, a secretary and two instructional assistants. We share staff with Ladoga Elementary School, including physical education, art, music, counseling, and nurse services.

In 1963, Walnut Township School was opened and offered classes to elementary and junior high students. In 1971, Montgomery County schools consolidated and Walnut became a K-6 building in the new South Montgomery Community School Corporation. The junior high students were transferred to the new Southmont Junior-Senior High School. As the population in the southern part of Montgomery County grew, the need for a larger elementary building arose. A major renovation of Walnut Elementary School began in June of 1989 and was completed in August of 1990. On May 14, 1995, a tornado destroyed a major portion of the school. Reconstruction of the building was completed on August 1, 1995. A new cafeteria and kitchen renovation was completed in the spring of 2009.

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The present facility has a large office area, a community room that is used for a number of school and community functions, Title I reading room, gymnasium, cafeteria and kitchen area (that also serves as a concession stand), special education room, art room, music room, library, and speech room. The office area includes the main office where the secretary is located, principal's office, nurse's clinic, staff lounge, staff workroom and a conference room. Classrooms also have networked computers and telephone service. All computers have Internet capabilities. The overall physical condition of the building is great.

We believe that it is vitally important that we work together as a "family" at Walnut, holding each other accountable for the education of the children in our school. We are constantly looking to improve instruction and bring our curriculum into alignment with current state standards. Our ultimate goal is to provide our students with the best possible education available. To that end, teachers meet weekly during common Professional Learning Community Team times to review student data, discuss the curricular maps, and collaborate on instructional best practices and technology integration.

Curriculum

Benchmark assessments are used every grading period. Teachers will review the assessment data and determine academic strengths and weaknesses of each student. Curriculum maps and assessments are stored on the corporation server. It allows online access, standards mapping, vertical articulation, and a collaborative sharing platform for our staff members. These maps are the basis for the sequence and pace at which teachers progress through our curriculum. Every Day Math is our math program that is being implemented at all grade levels. We are implementing Pearson Reading series this year. We are now using NWEA as our data collecting warehouse.

Curricular Resources

All of our students have had access to IXL over time, which is an online program that allows teachers to assign specific activities or to let them work at a differentiated pace for skills practice. Our third through fifth grade high ability students also have been given access to an additional online math resource called ALEKS to allow students extra practice with math skills at their own level (much like that of leveled reading). We know that all students learn math much differently and these programs allow for those students who get math easily to be challenged more and those who struggle with math to get extra practice in those tough areas.

The language arts program also sustains Indiana's academic standards. Pearson Reading, Saxon Phonics and Title I services and the provide a solid framework for reading, writing, and grammar skills. We also utilize the Six+ Traits Writing Program in every grade level for teaching the actual writing process. The IXL program mentioned in math also has a language component that students have access to in grades K-5.

The Pearson Reading Program was adopted for this school year. Both, the reading and the phonics programs, are aligned with the Indiana Academic Standards and Core Standards. This reading program will

provide a solid framework to ensure reading success for all students at Walnut Elementary. The Pearson Reading program was adopted due to the content of materials and skills taught as they fit into Indiana's Academic Standards, which are still appropriate for the new 2014 standards. This program provides teachers with a text that teaches the elements of literature, vocabulary development, and comprehension development. The reading program is supplemented in grades K-5 by an extensive guided reading library.

Name and Description and of Assessments in Addition to ILEARN

- Accountability Assessments: This school complies fully with the expectations regarding the administration of ILEARN and IREAD.
- Fountas and Pinnell Benchmark Assessments: An acurate and reliable tool that we use in grades K-5 to identify the instructional and independent reading levels of all students and document student progress through one-on-one formative and summative assessments.
- NWEA Readiness Assessments: A state normed ELA and Math readiness assessment aligned to the Common Core Standards which is used in grades 3-5 as a formative benchmark and progress monitoring tool for ILEARN. NWEA has currently replaced the previously format and staff members will receive training for data intepretation.

Professional Development

- *Data Analysis*

  Walnut Elementary School participates in Professional Learning Community (PLC) meetings weekly to provide time, structure, and collaborative opportunity for student-centered data analysis. Working from a common curricular framework, aligned to state standards, teachers use PLC time to evaluate instructional effectiveness as measured by summative state assessments and local formative assessments of varying magnitude. Data is analyzed to determine core program effectiveness and remediation necessary to close achievement gaps.

- *Strategies, Programs, Services, and Activities*

  Walnut Elementary School delivers a strong core program built upon a clear articulation and integration of the Indiana College and Career Ready Academic Standards and a locally developed curricular mapping framework. Our elementary mathematics program, Every Day Math, covers the breadth of grade level appropriate content, with remediation and enrichment materials built-in and scripted spiral. Additionally, all classroom teachers have been trained by Purdue University's CLEAR Team in guided reading and administering the Fountas and Pinnell benchmark assessment, which has assisted them in becoming more proficient in the guided reading program and strategies. This has become a large portion of our 90 minute reading block. Students are tested individually

and are placed in books at an appropriate instructional level with students of similar ability. Literacy and math remediation are provided at all grade levels by our Title I teacher, Title I assistant, and our media center assistant via a small group format.

- *Evaluation on the impact of these activities*

On-going review of local formative assessments and standardized summative evaluations allows Walnut Elementary School staff to monitor core programs. Additionally, routine PLC team meetings and the Response to Instruction (RtI) process uses this data to monitor student progress on a continual basis. As part of these meetings, teachers routinely review classroom best practices as it informs daily instruction. Triannual formative assessments serve as benchmarking screeners that calibrate anecdotal record keeping, and high stakes summative assessments serve as a capstone evaluation of student learning and teacher content delivery.

- *Professional Development Plan*
    - New staff training & refresher training for experienced staff in supplemental testing procedures
    - All staff training on the 6+ Traits Writing Program
    - Review Indiana College and Career Ready Academic Standards and South Montgomery Curriculum Maps at collaboration periods
    - Additional training in Guided Reading in all grades as needed
    - Analyze ILEARN and NWEA scores and identify students in need of remediation
    - Weekly PLC collaboration meetings with cross-grade level teams
    - Analyze and create action plan for NWEA results
    - Teachers will attend corporation wide grade level meetings as the opportunities arise
    - Continue to train staff to be proficient in IXL and ALEKS and build on these online math and language arts enhancement and remediation programs

- *Assurances*

Principal has completed the IDOE Legal Standards for accreditation assurances.

Cultural Competency

Walnut Elementary Program participates in a character education program called Character Counts that is used with all of our students. This plan incorporates the use of character traits and components of cultural competency training to provide a well-rounded program. Bullying Prevention Programming is also provided to all staff and students, as well as guidance lessons that focus around positive character traits and diversity. Our students also have opportunities to learn about a variety of cultures through art and

music, especially our Christmas Around the World Project. Additionally, books, read alouds and class novels are selected which provide additional cultural exposure.

Parental Participation

Parent participation is a key component to success within our school. The Walnut Elementary PTO uses this as an initial contact with parents and an outreach event. We have a core group of parents who are incredibly important to the success of our PTO. This group has provided support to our school through activities and financial help. The PTO and the principal meet monthly to determine what they want to do for the school and the students. A variety of events have been held to include students, parents, staff members, and community members such as the annual Fall Carnival. Adults throughout the community have shared their occupations, hobbies and special talents with our school through the involvement of the PTO. The school also supports the community in providing a variety of extra-curricular activities. Several clubs such as Boy Scouts, Girl Scouts, 4-H, and Cub Scouts use the school facilities as well.

Communication with parents is always an ongoing concern for schools. Parents receive routine communication from the teachers and principal in the form of conferences, electronic and printed newsletters, notes, telephone calls, emails, social media posts (Facebook) and student digital agendas. Students also receive "Blue Slips" and Character Counts Awards for especially good behavior that go home to parents. At the present time formal parent/ teacher conferences are held only in the fall. However, any time a conference is needed, teachers will schedule those on an individual basis.

Provisions to Maintain a Safe and Disciplined Learning Environment

Walnut Elementary takes pride in providing its students and staff with a safe environment. The playground is fenced and does not allow visitors easy access to the students unless they go through the front door by the office first.   Regular playground equipment checks are made by teachers on recess duty and custodians on a day by day basis. Maintenance personnel make repairs to playground equipment in a timely manner as requested. The building is constantly checked through custodial inspections, and work orders are processed electronically if something needs corrected. While at recess, there is always a certified staff member supervising in addition to an assistant. Staff on recess duty have two-way radios with them to communicate with the office and they also have a first aid kit with them on the playground.

The building has a security camera system. The video surveillance system now has multiple cameras strategically placed. These are located at different locations on the outside of the building as well as locations within the building to provide for maximum coverage. There are cameras located in the main hallways and at each entrance, which allow the secretary and principal to constantly monitor all entrances and hallways. Each classroom has a call-button that gives immediate access to the office if needed in an emergency. Also our e-mail system allows communication from the office to the teacher and vice versa.

All teachers and staff have access to the e-mail system. Each classroom also has a two-way radio for use during emergency situations and drills.

Any visitor to the building must enter our main entrance, which is a secured lobby that uses a buzzer system to allow any further access to the building interior. There is a camera that shows who is present and a microphone to allow for our secretary to ask the visitor to state their name and business. The visitor cannot enter the office without being given access by the secretary and all visitors must sign in at the office and wear a "Visitors" badge to make everyone aware that the person is approved to be in the building. If someone is seen in the building not wearing a badge, they are referred to the office and the office is notified via the intercom or two-way radio. Visitors' badges are the one-time-use variety and are dated so that they cannot be used again.

At Walnut we practice monthly fire drills, intruder lock-down drills, tornado drills, and man-made disaster drills to keep the students and staff aware of what they would need to do in case such emergency situations should occur during the school day. Our building safety plan is reviewed and updated as needed on an annual basis. For fire drills, students all gather outside in a central location forming lines alphabetically on our outdoor basketball court. For the tornado drill, we use the 4 interior rooms (locker rooms, music room, and conference room) and a section of the primary hallway to "house" all bodies to protect from any glass or debris that may enter the building. Along with the rest of our corporation, Walnut has adopted an ALICE active killer protocol with all staff and students being trained on ALICE procedures.

The intangible safety features are numerous. We have a school counselor that is available to any student in need. On a regular basis, the counselor meets with students individually, in small groups and in classrooms. If a student feels a need to see the counselor, and the counselor is not readily available, he or she may leave a note in a mailbox outside the door. The counselor has referrals available to the student who needs to talk, but not on an urgent basis, and the counselor then meets with that particular student to discuss the problem as scheduling allows. Our staff members are all committed to providing a safe and loving environment for our students. In a sense, we all serve as counselors. As a result of having a clear and concise student handbook, consistent discipline policy, and administrative support, our students have safe boundaries to follow.

Provisions for the Coordination of Technology Initiatives

South Montgomery Schools has a comprehensive plan for technology as a learning tool at Walnut Elementary and throughout the corporation. In our building, most classrooms are also equipped with networked computers for student use. The teacher utilizes a tablet and/or laptop for record keeping, communication with parents and staff, and creating web pages for information concerning their class. Currently, all teachers have Google Classrooms set up for their individual classes and/or groups, which will also be the platform used next school year for e-learning days.

Teachers are able to test the students' comprehension through a program called Scholastic Reading Counts. The students take a comprehension test from a library book or class book that they have chosen to read or been assigned to read. The teacher also has the capability to write his or her own tests from books that are not available through this program. Also, our reading series has a computer phonics program that is coordinated with the phonics skills being taught in each reading unit. Utilization of Walnut's networked computer lab and/or student iPads further enables students to develop their phonics skills through the electronic phonics program.

All of our networked computers have Internet accessibility and we also have high speed Wi-Fi connection. We have a stringent Internet policy in place and parent permission given prior to internet usage. Additionally, all of our classrooms have large electronic boards.

Attendance Summary

The attendance at Walnut Elementary has consistently been above the state average. This is an excellent attribute due to the size of the school. The attendance policy is effective and recognition is given regularly to those students who have perfect attendance each six weeks, semester and school year. There is also a building-wide monthly attendance incentive. Each teacher's classroom attendance for the month is posted in the main hallway on a bulletin board. At the start of each month, the room with the highest attendance gets a small reward, and the class with the overall highest attendance each semester gets a pizza party to celebrate their accomplishment. The chart below shows the attendance rate for Walnut over the past years.

Year	Walnut's Rate
2018-19	96.4
2017-18	95.8
2016-17	96.3

HISTORICAL PERSPECTIVE: WALNUT ELEMENTARY SCHOOL

ENGLISH/LANGUAGE ARTS

ISTEP   ILEARN

	2016-17	2017-18	2018-19
3rd	85.7	83.3	45.8
4th	82.1	83.3	43.5
5th	64.0	96.0	64.3
6th	69.6	77.3	-

MATH

ISTEP   ILEARN

	2016-17	2017-18	2018-19
3rd	92.9	66.7	66.71
4th	82.4	92.0	69.61
5th	92.0	96.0	78.61
6th	86.9	63.6	-

NWEA FALL 2020 - MATH

	MEDIAN RIT SCORE	CUT SCORE	% PASS
K	142.7	-	-
1st	163	-	-
2nd	176.9	176	59
3rd	185.8	193	33
4th	203.1	202	65
5th	218.2	214	65

NWEA FALL 2020 – ENGLISH LANGUAGE ARTS

	MEDIAN RIT SCORE	CUT SCORE	% PASS
K	137.5	-	-
1st	159.3	-	-
2nd	172.2	181	25
3rd	185.8	193	38
4th	202	203	55
5th	215.9	208	94

Conclusions

Walnut Elementary has established high academic standards to be achieved. The ILEARN test and benchmark assessments are administered. Teachers and administration will use data gathered to evaluate instructional practices and student achievement. Currently, grades three, four, five give assessments in Reading/Language Arts, and Mathematics through the ILEARN test. Grades four also testS Science and grade five tests Social Studies skills on the ILEARN test. NWEA testing (readiness) will be used in grades K-5 as well. Fountas and Pinnell reading assessments are used in all grade levels throughout the year.

Mastery of each academic standard is the expected goal for each student taking the ILEARN test. Upon review of the data, action is taken to help strengthen those areas that showed up as deficient on a school wide basis through appropriate collaboration in and between grade levels. We also use individualized student data to identify deficient skills on a student by student basis and then determine how to best close the skill gap for that student. IXL, ALEKS, and NWEA instructional resources all also allow us to provide remediation and/or enrichment opportunities for our students using an independent online format.

In addition to student-specific interventions based on data, staff members at all grade levels are tracking the introduction of academic standards based on curriculum maps, the method of instruction to teach them, and any reinforcement that takes place. This ensures that all academic standards have been addressed prior to testing. Collaboration time is used to discuss instructional strategies, then planning at the grade level and between grade levels. We will continue to work diligently to improve our writing scores via professional development in 6+ Traits Writing, focus on open-ended response items and citing evidence from test, as well as problem solving skills involving multiple steps.

WALNUT ELEMENTARY SCHOOL
2020-2021 PROFESSIONAL DEVELOPMENT AND STUDENT ACHIEVEMENT GOALS

S – Strategic and Specific
M – Measurable
A – Attainable
R – Results-Oriented
T – Time-bound

SMART Goal #1: Walnut Elementary School will increase student achievement in English/Language Arts and Math in grades 3-5 by at least 5% points and all achievement groups will demonstrate high growth.

Plan of Action

1. Teachers will examine data, standards and curriculum maps to direct instructional strategies and practices related to student needs.
2. Teachers will use standard-based curriculum maps, benchmark students in language arts, IN Engrade, and IXL.

3. Data sources to include F&P levels, integrated math assessments, classroom assessments, and teacher observations.

4. Professional Learning Communities will:
    - Have support of the building principal
    - Develop clear and common goals
    - Use data to drive instruction
    - Work collaboratively to plan and revise lessons

5. Shared instructional information and resources will be shared electronically

6. Evaluate end-of-year progress.

Evidence of Effectiveness

Student Growth Documentation
    Teacher and parent observations
    F & P levels
    PLC team documentation
    Grading period data
    Special Service implementation
    NWEA and ILEARN results

Timeline - End of 2020-2021 School Year after release of ILEARN results

SMART Goal #2: Walnut Elementary teachers will demonstrate the implementation and integration of technology and will connect technology to improve student learning.

Plan of Action
1. Walnut Elementary currently implements and integrates technology in the classroom. Continue the Lunch with Betsy collaborative professional development.

2. Building principal and staff will model the use of technology as part of daily practice and operations

3. Teachers and staff will continue building on e-learning experience with a hybrid instructional plan as a ready to use resource.

4. Implementation expectation
   a. Technology opportunities are available to everyone
   b. Technology devices operable with full functionality for student needs
   Integration expectations
   a. The use of technology is integrated within the instructional delivery and is a component of daily classroom activities
   b. Modifications and support will be available for varying skills and aptitude

5. Utilize Google classroom, documents and shared folders as the instructional and operational resource

6. Integrate classroom expectations for technology

7. Continue to implement and integrate technology at Walnut Elementary School where the instructional activities are school cultural norms (standards we live by)

Evidence of Effectiveness
> Professional Learning Community documentation
> Student and Staff presentations and productions
> Evaluation of redundancy and effectiveness
> Teacher evaluation

Timeline - Fall 2020

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SMART Goal #3: Implement a universal counseling and student services component

1. Implement Al's Pals as a model program that promotes kids making healthy decisions in life.
2. Utilize the comprehensive curriculum with deliberate teacher training components
3. Focus on social emotional decisions, self control, problem solving abilities and overall healthy choices.
4. Help young children to regulate their own feelings and behaviors
5. Assist in classroom environments supported by caring, cooperation, respect and responsibilities.
6. Address bullying awareness and tendencies.

Evidence of Effectiveness

Professional Learning Community documentation
Student participation and achievement
Professional development training

Timeline - Fall 2020

Documentation of the Annual Review of the Strategic and Continuous School Improvement Plan by the School Improvement Committee
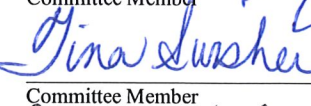
Have a majority membership of the School Improvement Committee sign on this page.
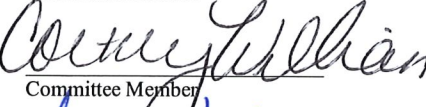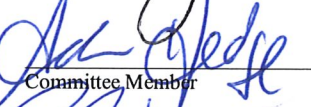
Certification of Annual Review	**Certification of Annual Review**	**Certification of Annual Review**
Date: 9-23-20	Date:_____	Date:_____
[signature] Principal	_____ Principal	_____ Principal
[signature] Committee Member	_____ Committee Member	_____ Committee Member
Tina Swisher Committee Member	_____ Committee Member	_____ Committee Member
Cortney Tillman Committee Member	_____ Committee Member	_____ Committee Member
[signature] Hedge Committee Member	_____ Committee Member	_____ Committee Member
[signature] Committee Member	_____ Committee Member	_____ Committee Member
Toni Long Committee Member	_____ Committee Member	_____ Committee Member
_____ Committee Member	_____ Committee Member	_____ Committee Member
_____ Committee Member	_____ Committee Member	_____ Committee Member
_____ Committee Member	_____ Committee Member	_____ Committee Member
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_____ Committee Member	_____ Committee Member	_____ Committee Member

Documentation of Support for the Professional Development Section of the Strategic and Continuous School Improvement Plan by the South Montgomery Community School Corporation Teachers' Association

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As required by 511 IAC 6.2-3-3, I as representative of the South Montgomery Community School Corporation Teachers' Association have reviewed and am in support of the Professional Development Section of the Strategic and Continuous School Improvement Plan for _Walnut Elementary_ School.

Joni Long
Signature of a representative of the SMCSC Teachers' Association

JONI LONG
Printed name of representative of SMCSC Teachers' Association

_9-23-20_
Date

Certification of Superintendent's Review and Adherence to Timelines as Established by I.C. 20-10.2-3-2

Step 1 – I.C. 20-10.2.3.2 Sec. 2. (a)

The committee comprised of the building principal, administrators, teachers, parents, and community and business leaders, must submit a school's initial plan to the superintendent by _9-23-20_, of the school year before the year of implementation.

(signature)
Signature of Building Principal

_9-23-20_
Date of Submission for Superintendent's Review

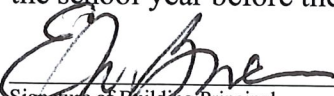Step 2 – I.C. 20-10.2.3.2 Sec. 2. (a)(1)(2)(3)

The superintendent shall review the plan to ensure that the plan aligns with the school corporation's objectives, goals and expectations; and may make written recommendations of modifications to the plan to ensure alignment and return the plan and recommendations to the committee by _____ of the school year before the year of implementation

Signature of Superintendent

Date of Return

Step 3 – I.C. 20-10.2.3.2 Sec. 2. (b)(c)

A school committee may modify the plan to comply with the recommendations made by the superintendent then shall submit the plan and the written recommendations of the superintendent to the governing body by _____ of the school year before the year of implementation.

(signature)
Signature of Building Principal

_9-28-20_
Date of Submission for Board Review

Resolution of the Board of School Trustees to Adopt the Strategic and Continuous School Improvement Plan

The resolution is adopted by the Board of School Trustees for the South Montgomery Community School Corporation, Montgomery County, Indiana.

WHEREAS, a three year Strategic and Continuous School Improvement plan has been developed and coordinated by the building principal with input from a committee of persons which included administrators, teachers, parents, and community and business leaders for _____ as required by I.C. 20-10.2-3-1, and

WHEREAS, the Superintendent of Schools has, as required by I.C. 20-10.2-3-2 Sec.2 (a), reviewed the plan to ensure the plan aligns with the school corporation's objectives, goals, and expectations, and

WHEREAS, the governing body is required under I.C. 20-10.2-3-2 Sec. 2 (d) to review said plan, and

WHEREAS, the governing body reviewed this plan
on_____at_____.

THEREFORE BE IT RESOLVED that the governing body will submit this plan to the Indiana Department of Education as required under 511 IAC 6.2-3-5 Sec. 5 and directs that a copy of this plan remain on file for public review in the Office of the Principal.

ATTEST: BOARD OF SCHOOL TRUSTEES

_____
Superintendent

                                                 _____
                                                 President

                                                 _____
                                                 Vice-President

                                                 _____
                                                 Secretary

                                                 _____
                                                 Asst. Secretary

                                                 _____
                                                 Member

                                                 _____
                                                 Member

                                                 _____
                                                 Member